



**Friday Harbor Elementary School
Social Emotional Goal 2025-2026**

Goal

By the end of the 2025-2026 school year (May 2026), our school will demonstrate a 20% increase in positive indicators across the three core Character Strong skills, utilizing the established baseline data collected during the first quarter of the 2025-2026 academic year.

Problem of Practice

Data shows that across all grade levels students do not feel confident in their ability to stay organized, ignore distractions, or complete tasks on time. Students need continued systematic instruction on foundational executive function skills of Organization, Focused Attention, and Task Perseverance.

Theory of Action

When we collaboratively engage as a staff in professional learning and consistently implement explicit, systematic instructional routines and universal scaffolds across all grades, students will internalize these Executive Functioning strategies, leading to improved self-regulation and independence in the learning environment.

Relevant Data:

48% of students feel that they often or almost always are able to keep their things organized and easily find them when they need them.

40% of students feel that they can ignore distractions to stay focused on the task at hand.

62% of students feel that they are able to complete tasks on time.



Action Plan:

- Teachers will teach and practice a "Focused Attention Posture" (Whole Body Listening, Ready to Learn) and use visual cues (a poster/hand signal) to prompt students to check their bodies for attention. Introduce and normalize the appropriate use of "Focus Tools" (small, silent fidgets) only when students can clearly articulate *why* they need the tool.
- Teachers will teach and practice how to manage multi-step activities such as centers, projects, and schedules with clear, simple steps and ways to track completion of steps.
- The school counselor will teach organization, focus and task perseverance strategies to students through ongoing classroom lessons.
- Teachers will implement the character strong curriculum, teaching lessons regularly. Monthly Character Trait lessons will be taught by the Principal in person or virtually through announcements or assemblies.
- School Counselor and ILT will provide ongoing professional development to staff on the three skills.
- Teachers will dedicate time to setting up consistent routines that help students with organization of items to turn in, take home, return to school etc.
- Teachers continue with Zones of Regulation, and will refer to them regularly, and include check-ins using the zones, to help students regulate emotions as they work through improving skills.